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28 Feb

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22 February 1974

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Agenda for Meeting, 28 February 1974

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1. The Curriculum Committee will meet on Thursday, 28 February 1974, at 0930 hours in the DTR Conference Room.

2. The Agenda:

- a. Briefing on Instructor Training
- b. Discussion of Effective Writing Programs
- c. How are case studies used in the OTR curriculum?
- d. Presentation of draft policy papers on Instructional Development and Course Data Folders

*e. I WA*

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Chairman,  
Curriculum Committee

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**STATINTL**

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COURSE DATA FOLDERS

The Chief, Plans and Development Staff, OTR, is charged with developing and maintaining Course Data Folders for all Office of Training courses. Course Data Folders serve the following purposes:

- As ready reference material for the Director of Training,
- As a briefing medium for the Board of Overseers, the Board of Visitors, and other Agency offices,
- As an aid to the Curriculum Committee in discharging its responsibilities,
- As a means of supervisory control over the range, relevance, and timeliness of information conveyed by courses,
- As a guide for new instructors and course coordinators in preparing to assume responsibility for courses and instruction.

Course Data Folders will contain the following information:

- Course objectives and objectives of blocks of instruction within courses (written from the viewpoint of the learner),
- Course schedules,
- Descriptive matter, such as scope notes, outlining the content of units of instruction,
- A summary of the teaching techniques used and an approximation of the number of teaching hours devoted to each technique,
- Sample copy of the course evaluations used and, where such evaluations produce statistical data, a summary of relevant statistics.

*Indicate*  
→ Cost factors derived from the Cost Model or similar data, <sup>including</sup> ~~to include~~ cost per student hour, cost per student for the entire course, and guest speaker costs.

The Course Data Folders will be kept in the Plans and Development Staff for general information under a control system. Course coordinators will provide the Plans and Development Staff with the information necessary to keep the Course Data Folders up-to-date. In order to respond expeditiously to requests from the Plans and Development Staff, it is recommended that each course coordinator maintain a current Data Folder for his course. Unit chiefs will *an report to* review annually the status of Course Data Folders from courses in their *periodically* jurisdiction.

TRANSMITTAL SLIP		DATE
TO: <i>Tom</i>		
ROOM NO.	BUILDING	
REMARKS:  <i>February 12<sup>th</sup> version. Do we turn it over to Marie for the agenda of the 28 Feb cc mtg?</i>  <i>10 copies</i>		
FROM: <i>Chas</i>		
ROOM NO.	BUILDING	EXTENSION

FORM NO. 241  
1 FEB 55

REPLACES FORM 36-8  
WHICH MAY BE USED.

(47)

Decisions or Recommendations from the IWA Conference

1. An officer who has been in the Agency for more than one year should be considered as "oriented" to CIA and not admitted to the IWA without a waiver from the Intelligence Institute. (A general exception applies to those who have risen from the clerical ranks to professional status). We would propose to set up a system of priorities, giving preference as follows (descending order): new professionals, former clerical employees, and "old professionals." In certain instances we would suggest that an officer in the lowest priority attend the CIA Today and Tomorrow course. We would also recommend that appropriate revision of [REDACTED] and the OTR Catalog be made to reflect this change.

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4 March 1974

MEMORANDUM FOR THE RECORD

SUBJECT: IWA Conference

1. On 21 and 22 February, staff members of the Intelligence Institute who are directly concerned with the Intelligence in World Affairs course, conferred at [REDACTED]. Attending were [REDACTED]

[REDACTED] and the undersigned.

2. The IWA Conference is an integral part of the Institute's MBO plans for the current fiscal year. Our deliberations were based on the experience from the last four IWA runnings. Each of these runnings used the three-week model adopted in July 1973, which incorporated a number of fairly major changes. Each of us present reviewed as background material the course reports and participants' evaluations of each of these four runnings. Our purpose was to consider further change and/or to validate elements of the current model which do not require changes. All of the deliberations were measured against the criterion, "What should the new CIA professional receive in an orientation experience?" *What do all new employees need to know about intelligence, the Agency & the environment to do their jobs*

3. In order to provide a procedural structure, [REDACTED] prepared an agenda containing 15 questions; this is shown as Attachment A. Each point on the agenda was thoroughly discussed--although not in the order listed--and a conclusion was reached. Almost all conclusions were based on a strong consensus of those present. A number of items not on the agenda also came up in the course of discussion and in some instances are reflected in the decisions taken. Decisions or recommendations for changes are shown in Attachment B.


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4. The sense of those attending the conference is that it was of considerable value. Although decisions were taken to institute or recommend a number of changes, each of us attending came to the conclusion that the current IWA is an effective orientation experience. This conclusion is supported by the course evaluations prepared by those attending, as well as by their comments during the oral evaluation sessions at the close of each of the last four runnings. Our job now is to keep it up to date and to increase its effectiveness still further. We are reasonably satisfied that implementation of the decisions and recommendations reflected in the attachments will move us toward this objective.

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Chief, Intelligence Institute

Atts

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Questions to be discussed during the Intelligence in World Affairs Review at [REDACTED]

1. What is the appropriate function of the Intelligence in World Affairs Course? The current course objectives effectively describe the present thrust of the course but--are these the appropriate objectives for the basic or introductory course for new professionals?
2. Have we an appropriate balance between orientation to the Agency, its operations and functions, and the techniques and activities of Agency officers on the one hand, and the substantive knowledge of our major targets--the Communist countries, the industrialized world and the third world--on the other? *do all new officers need all of this?*
3. What should be the length of the course: 1 week, 2, 3, 4, or more? *Inclined!*
4. Do we need more time on the practical details of working conditions for new Agency professionals?
5. Do we need more time on the Intelligence Community--INR, DIA, Treasury(?) ? *What do they need to know?*
6. Do we need more time on Western Europe and [REDACTED]--and less on the PRC and the USSR?
7. Do we need more extensive coverage on such topics as terrorism, narcotics, energy?
8. Do we need fuller discussion of research intelligence activities?
9. Do we need less time on the Current Intelligence exercise (or can we afford so much time on an exercise)?
10. How can we increase--or should we increase--class participation in the course?
11. Do we effectively employ all available training and educational techniques? Films, discussion groups, lectures, reading periods, etc.?

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12. Should more time be given to the milieu in which intelligence officers are going to operate--i.e., cross-cultural problems, the formal and informal communications systems within the Agency?
13. What of the class make-up and size? What of the blend of CT and direct hire professionals? What of the old hands who have missed the IWA over the years?
14. How well are we exploiting our resources in OTR, in the Agency?
15. What can be done to improve our physical facilities, PA system, decor, etc.?

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Attachment B

*Curriculum Committee*

Decisions or Recommendations from the IWA Conference

1. An officer who has been in the Agency for more than ~~two~~ years should be considered as "oriented" to CIA and not admitted to the IWA without a waiver from the Intelligence Institute. (A general exception applies to those who have risen from the clerical ranks to professional status). We would propose to set up a system of priorities, giving preference as follows (descending order): new professionals, former clerical employees, and "old professionals." In certain instances we would suggest that an officer in the lowest priority attend the CIA Today and Tomorrow course. We would also recommend that appropriate revision of [redacted] and the OTR catalogue be made to reflect this change.

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2. The maximum size of an IWA class should be established at 40. The physical conditions of the classrooms cause any group in excess of 40 to be a less than optimum learning opportunity. Six runnings per year with a maximum of 40 would accommodate the present requirement. In order to keep the July and January runnings with CT's to no more than 40, after considerable discussion of the pros and cons, we recommend that separate IWA classes be held for the career trainees. We also recommend that any CT who has had the IWA previously should not ordinarily be admitted upon becoming a CT. (This recommendation has been discussed with C/CTP who concurs).

3. In a review of the objectives, there was a strong consensus that the basic thrust of each of the three objectives was correct but that they could be expressed in a somewhat smoother language. Accordingly, we propose that the course objectives read as follows:

"This course, designed for the new CIA officer, is intended to:

a. Provide a basic understanding of CIA--how it is organized and how it functions--and a general grasp of other elements within the U.S. Intelligence Community.

*So that we can all be better informed*  
*no! There should be expressed as behavioral or learning objectives not from the training viewpoint.*

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*Student knows**Adm. &*

b. Introduce the fundamentals of intelligence and ~~the~~ relationship of the intelligence process to U.S. foreign policy.

*what*

c. Review important operational and analytical factors, significant problems of intelligence concern and key intelligence target areas of the world."

*two pages*

4. After considerable discussion of the IWA's length, the group strongly recommends a continuation of its present three-week duration. *meaningless without further content analysis.*

5. Selected guest speakers and panelists, particularly younger officers who appear, will be requested to discuss their work experience as well as the substance of their work. This dual thrust will be reflected in the Scope Notes. This is based on the premise that sharing of experience at the working level is a valid form of "orientation" to the Agency. *why?*

6. A notebook with brief sketches of the careers of selected OTR staff personnel has been available to IWA members and they have been advised that, if they wished to consult a staff member, he would be happy to chat with the IWA participant. We propose to build this into the regular program. On a trial basis we will schedule a short period during which each IWA participant will have an opportunity to talk to a staff member. Staff members would include all available Intelligence Institute personnel as well as other OTR officers in order to provide a diversity of Agency experience. Each person participating in these "one-to-one" chats would be cautioned that they are not to engage in "counseling" but to share their intelligence experience and answer questions. If the experiment proves unsuccessful, we would abandon it.

*Time  
Factor*

7. We discussed ways to make the Discussion Groups more participative and get away from the danger that they are no more than "small lectures." In some instances, reading material keyed to particular Discussion Groups will be provided as background material. In other cases, the so-called "interrogatory" device will be used as a way of stimulating discussion. *amen!*

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8. Where feasible, the IWA schedule will incorporate the guest lecture programs in the auditorium. *why? too much restriction*

9. We reviewed the amount of attention to topical material which has become of Agency concern in the more recent period, including international economics, energy, the international drug traffic, and terrorism. We concluded that because of time limits, these topics, as well as new intelligence methodologies and information science, will ordinarily be handled in the Discussion Group format.

10. We reviewed coverage of material of interest to the different Directorates. We concluded that we should have a presentation on how the Agency manages its personnel and such personnel matters as minority employment and women's opportunities. *right idea - very narrow*

11. An "Administrative Display" showing samples of HR's, HN's and Employee Bulletins will be posted, probably before the presentation on management of personnel.

12. Instead of listing readings at the end of the schedule, readings will be shown at those points in the schedule where the reading periods are indicated. The reading lists will be reviewed and updated. The possibility of using sections of the Key Intelligence Questions for the different area segments will be checked out. *no!*

13. The study guide on the Intelligence Community will be updated and distributed. *Good*

14. The seating chart will be distributed at the beginning of the course rather than at the end. *I don't understand this what date says - 15 Sept 78*

15. During each of the three weeks, one of the lunch period breaks will be made somewhat longer in order to permit members to run errands.

16. As the Bostain film is now somewhat out of date, we will work with PDS/DTG to have Bostain re-filmed during his next IWA appearance. *why bother?*

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17. All speakers, including staff members will be introduced to the members at the time of their first appearance in the program. Greater care will be made to explain why a particular presentation is included in the program. Office initials will not be used in the schedule and job titles will be spelled out. *OK*

18. In order to keep presentations up to date, the staff will make an effort to identify new prospective panelists drawn from the working level. *good idea!*

*Let*  
19. We discussed at some length the matter of trying to evaluate the performances of those taking the IWA, particularly the Career Trainees. We came to the tentative conclusion that it would be infeasible to evaluate or test on a reasonably valid basis. This conclusion is largely based on the constantly changing content and substitutions among guest speakers. Staff members indicated, however, that they are willing to pass on to the CTP staff impressions concerning performance in the IWA that they develop about individual Career Trainees. *believe!*

20. A review of the cross-cultural content led to the conclusion that the current coverage is both necessary and generally adequate.

21. We will seek to treat geographic area material to a greater extent as intelligence targets and not just as academic subjects. This will be done by short Scope Notes at the beginning of each geographic section and by the content of the presentations on the different area subjects. *to this matter B*

22. We decided to drop the co-chairmen concept in favor of designating a single course chairman and an assistant course chairman. *why not?*

23. There were several comments concerning deficiencies in the facilities which we plan to verify and then to raise with the appropriate OTR element for action.

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Foreign Areas Branch, Intelligence Institute

Mission and Functions

Foreign Areas Branch (FAB) of the Intelligence Institute provides training in certain areas and substantive fields of intelligence concern--USSR, China, Latin America and Communist party affairs. Various means are used to accomplish this mission: (1) Regular courses and seminars such as China Familiarization, Latin American Area Seminar and USSR Country Survey (given on request); (2) Special programs such as the recently concluded part-time seminar on USSR and East Europe tailored for Africa Division of DO; (3) Tutorial programs on

in the autumn of 1973; (4) FAB faculty participation in other Intelligence Institute and OTR courses and in courses directed by other organizational components. FAB has, from time to time, presented training in the subjects noted for liaison services outside of the United States.

The function of the FAB staff is to plan and conduct the courses and programs noted and to maintain competence in these fields of specialization through study of current government and scholarly production and by maintaining contact among persons working in these fields.



## CHINA FAMILIARIZATION

Background: Originating about 1960 as a cooperative effort between FE Division and OTR, this course has been under the supervision of this branch since mid-1965. It is a general familiarization course aimed at meeting the requirements of officers assigned to China related tasks, either headquarters or field. Although focused on the needs of the officer with little background in China studies, it has been found useful as a refresher for those with previous background or related experience. There are no grade restrictions.

Course Objectives: To acquaint the intelligence officer with the capabilities and policies of the Chinese People's Republic through an examination of various physical and human aspects including: geography, culture, political and economic systems, scientific and military positions, and foreign policy. Reference will be made to sources for the study of Chinese affairs, both open and classified. A brief orientation on the nature of the Chinese language and on standard systems of romanization will be included.

Staffing: The course chairman supervises the course and provides a portion of the substantive coverage. He is assisted by specialists from OTR and from other parts of the Agency. The course is intensive and requires a high degree of attention by the chairman to assure guidance for students and guests.

Methodology: General readings are distributed beforehand and during the course. Much attention is given to current reference materials--public and classified. Most of the course sessions are combination lecture/discussion. The amount of discussion depends on the topic, the student interest and the approach of the lecturer. A number of films are used and closely integrated into the substantive coverage. Exercises and review sessions are used to stimulate interest and provide a self-motivation system.

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Enrollment Statistics: (by calendar year):

1969--4 runnings for 73 students  
 1970--3 runnings for 58 students  
 1971--2 runnings for 30 students

	Number of Students Offerings	Students	DO	Directorate DI	DM&S	DS&T
1972	4	75	43	21	8	3
1973	4	58	29	20	4	5

Evaluation and Feedback: Officers participating in the course have regularly provided brief written evaluations. These have been supplemented by oral discussion sessions and by informal discussion with the chairman. The course has generally been rated as effective by those attending. Coordination on requirements and substance with the chief customer, [REDACTED], has for long been carried out by close contact with the officer responsible for that unit's participation. The course chairman will now coordinate directly with the Deputy to the Deputy Chief/EA/ [REDACTED]. Formal feedback arrangements with other units have not been made.

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## USSR COUNTRY SURVEY

Background: The USSR Country Survey has been run about once or twice yearly since its organization in 1957. The IWA or equivalent is prerequisite. The majority of students are working on matters requiring knowledge of contemporary Soviet affairs.

Objectives: To provide a comprehensive understanding of the USSR including geography, political institutions and practices, social and intellectual trends and foreign relations.

Staffing: FAB faculty assisted by specialists from various parts of CIA.

Methodology: The course is two weeks, full time (80 hours). It includes reading, lecture, discussion and films. Student projects requiring a limited amount of research and preparation are used as the basis for class discussions.

### Enrollment Statistics:

<u>Year</u>	<u>No. of Runnings</u>	<u>Total Enrolled</u>	<u>DO</u>	<u>By Directorate</u>		<u>DS&amp;T</u>
				<u>DI</u>	<u>DM&amp;S</u>	
1969	2	33	6	25	1	1
1970	2	25	4	20	1	
1971	1	8	1	7		
1972	1	11	1	10		
1973	1	21	5	16		

Also, in 1973, a special one-week special for 12 NPIC officers

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Evaluation and Feedback: Student evaluations are requested. They generally express satisfaction with the content and method with many suggestions and comments on specific items. The course supervisor is now making a survey of concerned training officers in order to evaluate the course and determine requirements.

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Latin American Area Seminar

Background: The Latin American Area Seminar has been held four times since it was organized in 1972. It is designed for the officer who has an occupational need for substance on Latin America and sufficient background from study or experience to permit him to participate in a seminar situation with capable specialists.

Objectives: To provide Agency officers with a broader perspective on area problems and a deeper insight into how such problems may affect U.S. interests and intelligence requirements. A variety of viewpoints are presented.

Staffing: The course chairman plans, supervises and provides a part of the course coverage. He is supplemented by guest lecturers from within and outside of the government who are recognized specialists in their fields.

Methodology: The seminar is limited to ten. It is given one afternoon a week over a ten-week period. Much reading is provided and the students write a paper which is discussed in the course.

Enrollment Figures are:

<u>Course Date</u>	<u>Number Enrolled</u>	<u>DO</u>	<u>Directorate</u>		<u>DCI</u>
			<u>DI</u>	<u>DM&amp;S</u>	
15 Feb- 28 Mar '72	10 (1 incomplete)	3 (1 incom)	5	1	1
12 Sept- 28 Nov '72	11	3	7	1	
6 Mar- 21 May '73	10 (5 incomplete)	5 (1 incom)	5 (4 incom)		
11 Sept- 13 Nov '73	7 (2 incomplete)	2 (2 incom)	4	1	
TOTALS	38 (8 incomplete)	13 (4 incom)	21 (4 incom)	3	1

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Evaluation and Feedback: Student evaluations have generally rated the seminar as effective in terms of objectives and of their requirements. The chairman is currently making a formal written survey of former participants to determine value and interest.

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